



Kentucky Family Literacy PROGRAM QUALITY INDICATORS

Goal of **Kentucky Adult Education Family Literacy Programs**: “To break the cycle of under-education and poverty through integrated family literacy programs of sufficient quality, intensity, and duration to move families toward self-sufficiency.”

Enrollment - Adults and children will participate in sufficient numbers to impact Kentucky’s literacy needs.

The Program

Enrollment

Adult Enrollment

Children’s Enrollment

Adult Education - Participating adults improve literacy skills.

1.0 The Adult Learner

1.1 Adult Education

1.2 Adult GED Completion

1.3 Adult Placement in Postsecondary Education or Training

1.4 Adult Employment

Child Development - Participating children improve early literacy, reading readiness, and reading.

2.0 The Child Learner

2.1 Early Childhood

2.1a Infant/Toddler Birth – 3

2.1b Pre-school 3 – 5

2.2 School Age

2.2a Primary K – 3

2.2b Grades 4th – 12th

Parenting - Parents improve their ability to effectively become their child’s first teacher and a full collaborator in the education of their child(ren).

3.0 Parent(s)

3.1 Parenting Education

Parent and Child Together Time (PACT) - Parents and their child(ren) improve their ability to learn together by participating in interactive literacy activities.

4.0 Parent and Child Together Time (PACT)

4.1 Facilitated PACT

4.2 Un-facilitated PACT

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Enrollment

SUBJECT	Performance	Expectation	Time Period	Measures
Enrollment	<ul style="list-style-type: none"><u>Kentucky Adult Education family literacy enrollment goals shall be based on enrolling .5% of the target population (Levels 1 and 2) in every county or 20 families – whichever is higher - for 2005-2006.</u>	100%	Per program year	State Data Collection System
Adult enrollment	<ul style="list-style-type: none"><u>Even Start enrollment goals will be as proposed in the grant application and/or goals from the annual progress report.</u>			<ul style="list-style-type: none">AttendanceEnrollmentIntakeAssessment
Children's enrollment	<ul style="list-style-type: none"><u>Adults are officially enrolled after 12 hours which shall include completing an approved enrollment assessment, two (2) hours of parenting, two (2) hours of facilitated PACT, two (2) hours of un-facilitated PACT, and an initial contact (i.e., meeting, e-mail, phone call) by program staff with the child(ren)'s teacher or guidance counselor.</u><u>Children are officially enrolled, with their respective parent(s)/guardian(s), after completing an approved enrollment assessment in an age appropriate educational setting that addresses children's developmental needs.</u>	<ul style="list-style-type: none"><u>Program staff shall contact the child(ren)'s teacher or guidance counselor at least two (2) times. (See the Child Learner.) An agreement shall be made during an initial contact as to which approved assessment(s) shall be used (and when) to determine progress. (The intent of the contacts is to build closer school relationships that yield greater understanding of the child(ren)'s progress.)</u>		<u>KYAE: Contacts shall be recorded in Aerin</u>

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1.0 THE ADULT LEARNER

SUBJECT	Performance	Expectation	Time Period	Measures
1.1 Adult Education	Adults shall acquire basic skills needed to achieve education level gains. Goals are set based on pre-test results. Progress toward goals is measured with a post-test at exit or end of program year.	Percentage of the targeted adult population required to meet or exceed the following level goals, which are expected of all KYAE-funded adult education and KDE-funded Even Start programs for the 2005 – 2006 program year.	Within the program year	ABE
Beginning Literacy ABE (0-1.9)		53 %		TABE 9/10 preferred
Beginning ABE (2-3.9)		53 %		Work Place TABE
Low Intermediate ABE (4-5.9)		55 %		WorkKeys Link to assessment policy.
High Intermediate ABE (6.0-8.9)		52 %		
Low Adult Secondary Education (9.0-10.9)		57 %		
High Adult Secondary (11.0-11.9)		N/A		

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				ESL
Beginning Literacy ESL		53 %		CASAS
Beginning ESL		49 %		BEST (Oral & Literacy)
Low Intermediate ESL		55 %		BEST PLUS
High Intermediate ESL		55 %		Adult LAS
Low Advanced ESL		47 %		

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1.0 THE ADULT LEARNER

SUBJECT	Performance	Expectation	Time Period	Measures
1.2 Adult GED completion Adults with a goal of GED or high school completion	<ul style="list-style-type: none"> Earn a GED or high school diploma 	Percentage of the targeted adult population required to meet or exceed the following level goals, which are expected of all KYAE-funded adult education and KDE-funded Even Start programs for the 2005 – 2006 program year.	Within the program year	GED Tests
		70 %		
		69 %		
1.3 Adult placement in postsecondary education or training Adults with a goal of placement in postsecondary education or training	<ul style="list-style-type: none"> Placement in postsecondary education or training Adult enrolls in a postsecondary educational or occupational skills training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed.		Within the program year	Data matching and verification with Council on Postsecondary Education (Performed by KYAE central office)
1.4 Adult employment Adults not employed at entry with an employment goal	<ul style="list-style-type: none"> Enter employment Learner obtains a job before the end of the first quarter after the program exit quarter.	60 %	End of the first quarter after the program exit quarter	Data matching and verification with Office of Employment and Training (Performed by KYAE central office)
Adults not employed at entry with an employment goal and who entered employment by the first quarter after exit quarter; AND adults employed at entry with an improve or retain employment goal	<ul style="list-style-type: none"> Retain employment Learner remains employed in the third quarter after exit quarter. Employment: working in a paid, unsubsidized job, or working 15 hours or more per week in an unpaid job on a farm or business operated by a family member or the student.	65 %	In the third quarter after exit quarter	Data matching and verification with Office of Employment and Training (Performed by KYAE central office)

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2.0 THE CHILD LEARNER

SUBJECT	Performance	Expectation	Time Period	Measures
2.1 Early Childhood <u>2.1a. Infant/Toddler</u> <u>Birth - 3</u> <u>2.1b. Pre-School</u> <u>Ages 3 – 5</u>	<p>As defined by the Kentucky's Early Childhood Standards, Ages Birth – 3 shall demonstrate progress in the following developmental areas:</p> <ul style="list-style-type: none"> • Creative expression • Cognition • Communication • Motor development • Social-emotional development <p>As defined by Kentucky's Early Childhood Standards, Ages 3 – 5 shall demonstrate progress in the following content areas:</p> <ul style="list-style-type: none"> • Arts and humanities • English/language arts (early literacy) • Health education (health/mental wellness) • Mathematics • Science • Physical education (gross and fine motor skills) • Social studies 	<p>80% (of children demonstrate progress) in all areas</p> <p>Program staff shall contact the child(ren)'s teacher or guidance counselor at least two (2) times. An agreement shall be made during an initial contact (see Enrollment) as to which approved assessment(s) shall be used (and when) to determine progress. (The intent of the contacts is to build closer school relationships that yield greater understanding of the child(ren)'s progress.)</p>	<p><u>Within 80 hours of participation in early childhood component</u></p> <p>(Research indicates that 80 hours is a reasonable time frame in which to expect a child learner to demonstrate progress in all areas under performance.)</p> <p>If a family exits prior to 80 hours, progress, if achieved, should be reported.</p>	<p>*As measured by a pre- and post-assessment tool, aligned with Kentucky's Early Childhood Standards and the Early Childhood Continuous Assessment Guide</p> <p>Examples of approved assessments:</p> <ul style="list-style-type: none"> ▪ Assessment Evaluation Programming System (AEPS) ▪ Brigance Inventory of Early Development ▪ The Creative Curriculum ▪ Early Learning Accomplishment Profile ▪ High Scope Child Observation Record ▪ Learning Accomplishment Profile III ▪ The Ounce Scale ▪ Transdisciplinary Play-Based Assessment ▪ The Work Sampling System <p>Additional assessment requirements for Even Start programs serving children who turn 4 by Oct. 1:</p> <ul style="list-style-type: none"> ▪ Peabody Picture Vocabulary Test (PPVT) III ▪ Phonological Awareness Literacy Screening (PALS) PreK, Alphabet Knowledge <p>Assessment results shall be documented and accessible in program files.</p>

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2.0 THE CHILD LEARNER

SUBJECT	Performance	Expectation	Time Period	Measures
2.2 School Age				
2.2a. Primary (K – 3)	<p>Will maintain 95% attendance.</p> <p>Will demonstrate continuous progress in reading readiness/reading.</p>	<p>75% of children</p> <p>85% of children</p>	<p>The time period the family is enrolled during the program year</p> <p>The time period the family is enrolled during the program year</p>	<p>School attendance records</p> <p>Formal, informal, and locally designed progress monitoring assessments</p>
2.2.b. Grades 4 th – 12 th	<p>Will maintain 95% attendance.</p> <p>Will demonstrate progress in content area: Language Arts or English.</p>	<p>75% of children</p> <p>85% of children show progress</p> <p>Program staff shall contact the child(ren)'s teacher or guidance counselor at least two (2) times. An agreement shall be made during an initial contact as to how attendance information may best be shared with the family literacy program. (These may be the same two (2) meetings at which assessment is discussed.)</p>	<p>The time period the family is enrolled during the program year</p> <p>The time period the family is enrolled during the program year</p>	<p>School attendance records</p> <p>Assessment reporting systems aligned to the Program of Studies (POS)/Core Content</p>

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3.0 PARENT(S)

SUBJECT	Performance	Expectation	Time Period	Measures
3.1 Parenting education	<p>Parents improve their ability to support the educational growth of their children and their preparation for success in school. Parents strengthen their knowledge and skills in supporting their children's language and literacy development, reading readiness, reading, writing, and numeracy. For example: developing child's language and thinking skills, understanding how talking with children promotes children's developing literacy skills, asking good questions of children, sharing books with children, providing easy access to writing and reading materials, and working effectively with their children's teachers.</p> <p><u>KYAE programs:</u> Minimum of two (2) hours per month facilitated by family literacy program staff.</p> <p><u>Even Start programs:</u> Minimum of 20 hours per month with 10 of the hours center-based. Hours per month from 3.1, 4.1, and 4.2 will count toward the requirement.</p>	<p><u>KYAE:</u> 50% of parents</p> <p><u>Even Start:</u> 70% of parents</p>	<p>Per month during the program year</p> <p><u>(Note: Even Start:</u> the number of activities can be pro-rated when the family is not enrolled for the entire month, or when the program was not offering activities for the full month such as during November and December holidays, or spring vacation.)</p>	<p><u>KYAE:</u> AErin will include a place for number of hours and a drop down box of the months</p> <p>Records shall be documented and accessible in program files</p>

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4.0 PARENT AND CHILD TOGETHER TIME (PACT)

SUBJECT	Performance	Expectation	Time Period	Measures
4.1 Facilitated PACT	<p><u>KYAE Programs:</u> Parents and their child(ren) improve their ability to learn together by participating together in interactive literacy activities.</p> <p><u>KYAE Programs:</u> Minimum of two (2) hours per month facilitated by family literacy program staff or partnering agency. Goal: "improve speaking, listening, reading, and writing skills of parents and children through play" (Jacobs, 2004)</p> <p>Purposeful time to: "increase and facilitate meaningful parent child interactions focused primarily on language and literacy development in a high-quality learning environment where they can learn and play together" (Jacobs, 2004)</p> <p><u>Even Start programs:</u> Minimum of 20 hours per month with 10 of the hours center-based. Hours per month from 3.1, 4.1, and 4.2 will count toward the requirement.</p>	<p><u>KYAE:</u> 50% of parents and children (families)</p> <p><u>Even Start:</u> 70%-of parents and children (families)</p>	<p>Per month during the program year</p> <p><u>(Note: Even Start:</u> the number of activities can be pro-rated when the family is not enrolled for the entire month, or when the program was not offering activities for the full month such as during November and December holidays, or spring vacation.)</p>	<p>KYAE: AErin will include a place for number of hours and a drop down box of the months</p> <p>Records shall be documented and accessible in program files</p>

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4.2 Un-facilitated PACT

KYAE Programs: Parents and their child(ren) improve their ability to learn together by participating together in interactive literacy activities.

KYAE Programs: Minimum of two (2), documented hours per month, independent of family literacy program staff facilitation (or other facilitation than parent/guardian). Parents apply strategies, tools, and techniques learned throughout the program, and particularly practiced in facilitated PACT, within the family's home environment.

The amount of time children spend together with their parents has been correlated to children's academic achievement. (Eliot, 1999) Other benefits include greater emotional and social growth that fosters attachment, resilience, and protective factors necessary for their development. (Werner, 1996; Powell, 2004; Pianta, 2004)

Even Start programs: Minimum of 20 hours per month with 10 of the hours center-based. Hours per month from 3.1, 4.1, and 4.2 will count toward the requirement.

KYAE: 50% of parents and children (families)

Even Start: 70% of parents and children (families)

Per month during the program year

(Note: Even Start: the number of activities can be pro-rated when the family is not enrolled for the entire month, or when the program was not offering activities for the full month such as during November and December holidays, or spring vacation.)

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Families enrolled in family literacy programs

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on the funding formulas as outlined in the programs' grant proposal.

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Even Start enrollment goals will be as proposed in the grant application and/or goals from the annual progress repo

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Children are [officially](#) enrolled, [with their respective parent\(s\)/guardian\(s\), after completing an approved enrollment assessment](#) in an age appropriate educational setting that addresses children's developmental needs.

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Families are counted as enrolled after they have had 12 hours of services and the adult has completed the initial assessment. Pre-services (screening, intake and testing) can count towards the 12 hours.

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Program ensures that children are enrolled in an age-appropriate educational setting (e.g. preschool or elementary school) that addresses children's developmental

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This may be achieved through a combination of center-based or home-based services.

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complete the educational functioning level		
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Low Intermediate ESL

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GED Official Practice Test Functional level 5 (Pass at least one subject area test with minimum score of 40)		

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PERFORMANCE

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EXPECTATION

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TIME PERIOD

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Measures

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/ High School Completion

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, high school diploma or recognized equivalent.

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with goal

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Programs will meet or exceed the level set for all Ky. adult education programs.

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high school		
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Will enroll in postsecondary education or training.		
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learners		
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advanced		
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Clarification as of 1/9/04: According to NRS guidelines, programs can count enrollment in the following as postsecondary education and training: job training programs, adult postsecondary education programs, and community and four-year colleges and universities.		
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learners		

3.0 THE CHILD LEARNER

SUBJECTSubject	Performance	Expectation	Time Period
3.1 Early Childhood 3.1a. Infant Toddler Birth -3 3.1b. Pre-School Ages 3 - 5	Will demonstrate progress in one or more of the following developmental areas: Language/communication Social/emotional Fine/gross motor Cognitive/intellectual Self-help Use of English language (as appropriate)	100% 80% (of children demonstrate progress) in all areas	After 80 hours of participation in early childhood component. Within the program year.

THE CHILD LEARNER

SUBJECT	Performance	Expectation	Time Period
3.2 School Age			
3.2a. Primary (K – 3)	Will maintain TBD (FY04 95%) attendance.	75% of children	The time period the child is enrolled during the program year
		85% of children	School year (9 months)
3.2.3b. Grades 4 th – 12 th	Will demonstrate continuous progress in reading readiness/reading.	75% of children	The time period the child is enrolled during the program year
	Will maintain TBD (FY04 93%) attendance.		School year (9 months)
	Will demonstrate progress in content area: Language Arts or English.	85% of children show progress	

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	family literacy program.		hours per m with 2 of th being cente
	Parent and child extend their learning to develop their own joint literacy activities in which they participate at regular intervals.		Even Start: Minimum o hours per m with 10 of hours cente
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